

LIDISELF: A project on the development of disciplinary literacies in English as a lingua franca at university

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European universities provide numerous courses in English for Specific Purposes (ESP) and/or English-medium-instruction (EMI) in order to compete in the global higher education area. Students therefore rely on these courses to put their disciplinary literacies in English into practice. Disciplinary literacies are the ways in which participants read, write, speak, think and reason in disciplinary contexts. They have been described as communicative activities specific to each discipline, which require oral or written comprehension (Zhang and Chan, 2017) and enable participants to become active members of a particular discourse community (Swales, 1990) through the use of appropriate genres. Nevertheless, little is known about the process of (implicit or explicit) students' induction into disciplinary literacies by complementary ESP and EMI interventions. This paper presents the fundamental lines underlying a recently started project (LIDISELF) that aims to examine the guidance exerted by EMI and ESP instructors towards students' development of disciplinary literacies at two Catalan universities, with an emphasis on the use of written corrective feedback provided on student written genres. In this comprehensive study, multiple forms of data collection will be used (students' written production, feedback offered by instructors to students' productions, classroom observation, interviews and questionnaires with students and teachers). ESP classes, task instructions and tutors' feedback will be examined from a learning-to-write approach, which will be complemented with EMI instructors' data from a writing-to-learn-content perspective (Manchón & Matsuda, 2018). The results of LIDISELF are expected to shed light on feedback practices exercised by ESP and EMI instructors, and the extent they complement. Such a complimentary view to the two types of feedback will aim at designing integral training programmes to gradually develop students' writing disciplinary literacy.